DOCUMENT RESUME

ED 118 882 CE 006 438

TITLE The Youth Development Program Education Activities: A Technical Assistance Pamphlet.
INSTITUTION Office of Economic Opportunity, Washington, D.C.
REPORT NO YDP-8
PUB DATE Jul 72
NOTE 61p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS After School Programs; After School Tutoring; Alternative Schools; *Disadvantaged Youth; Dropout Programs; Educational Alternatives; Educational Problems; *Educational Programs; Federal Programs; *Program Descriptions; *Resource Guides; *Youth Programs
IDENTIFIERS *Youth Development Programs

ABSTRACT

The document seeks to identify the issues, programs, and resources most relevant to Youth Development Programs (YDPs) engaged in education programs. YDPs, under the direction of the Office of Economic Opportunity, are designed to help disadvantaged youth while involving them in establishing and operating youth councils and various program activities. Education issues and possible solutions offered by YDPs are discussed, including: quality education, student rights, and working in or out of the educational system. Points to consider in implementing an education project are described in general terms. As examples, the development, goals, and services of six YDP projects in various cities are summarized. These programs provide: basic education for school dropouts, tutoring, career exploration, cultural awareness, financial assistance for postsecondary education, and alternative high schools. The location and a contact for each program are given. Specific funding and staffing resources for YDPs available from local school districts, State and Federal government, foundations, local businesses, and unions are identified. Appended are: a 14-page guide to Fiscal Year 1972 Office of Education administered programs, a bibliography, with some annotations, for tutoring programs, and lists of tutoring materials and their sources. (Author/MS)

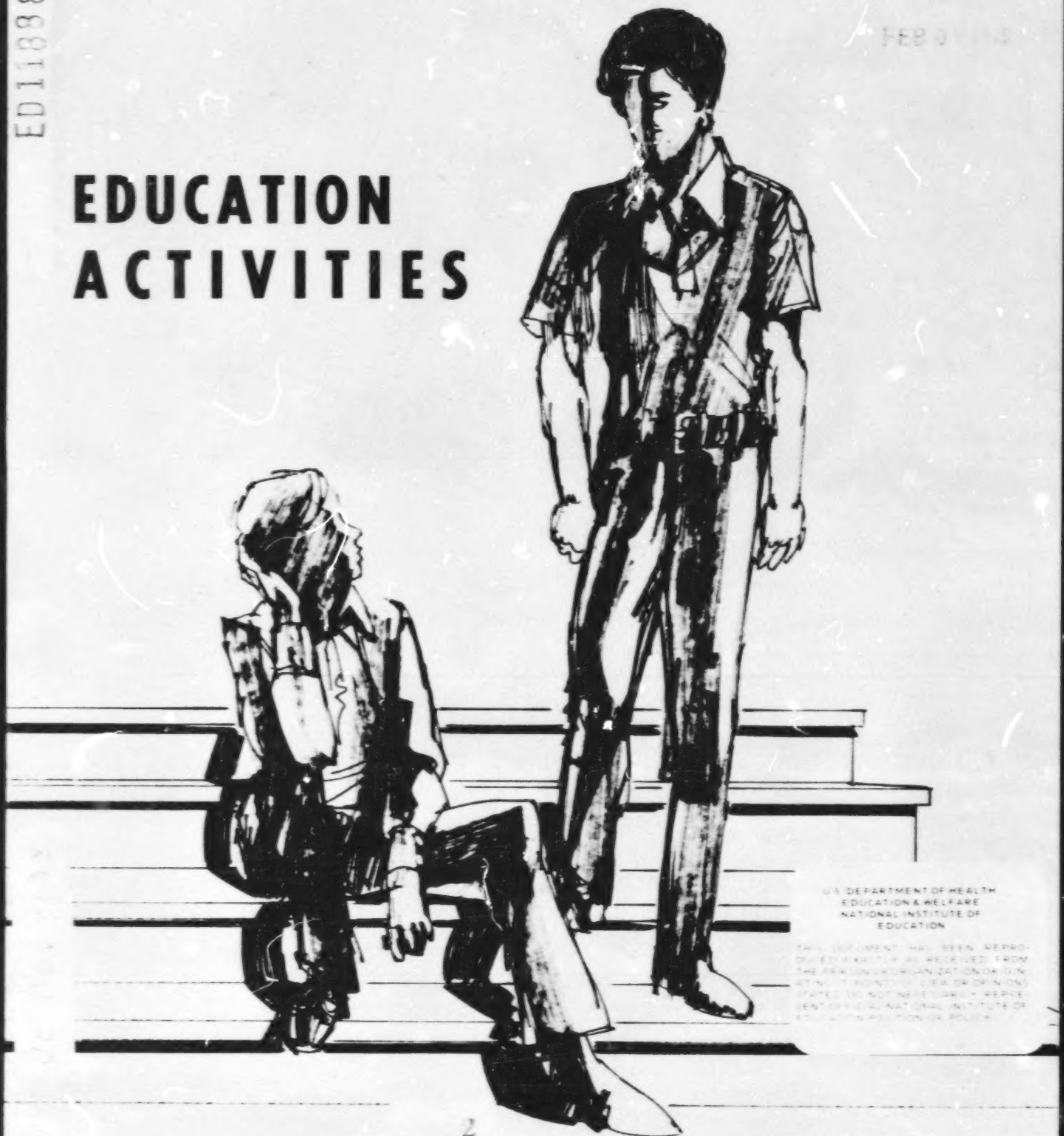
****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

YDP-Number 8

The Youth Development Program

ED118382

EDUCATION ACTIVITIES



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

2

A Resource for Youth Programs

THE YOUTH DE[illegible]MENT PROGRAM

EDUCATION[illegible]VITIES

A TECHNICAL ASSISTANCE PAMPHLET

Prepared by

Project MAP, Inc.

for

THE OFFICE OF ECONOMIC OPPORTUNITY

Pursuant to Contract BOO-5205

July 1972

The opinions expressed herein are those of the authors and should not be construed as representing the opinions or policy of the United States Government.

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
II.	EDUCATION ISSUES RELATED TO YOUTH DEVELOPMENT PROGRAMS	4
	A. Quality Education	4
	B. Student Rights	6
	C. Working In or Out of the System	7
III.	IMPLEMENTING A YOUTH DEVELOPMENT PROGRAM EDUCATION PROJECT	8
IV.	EXAMPLES OF YOUTH DEVELOPMENT PROGRAM EDUCATION PROJECTS	10
	A. Long Beach Commission on Economic Opportunity	10
	B. The Belknap-Merrimack Youth Development Program	12
	C. Action for a Better Community, Inc.	13
	D. Mt. Edgecumbe Federation of Native Students – "The Mini-AFN"	14
	E. Nueces County Youth Development Program	17
	F. Cabrini-Green Alternative High School	18
V.	MOBILIZATION OF RESOURCES	21
	A. The Elementary and Secondary Education Act	21
	B. The Equal Educational Opportunities Act	24
	C. The Office of Student and Youth Affairs	25
	D. Potential Sources of Youth Development Program Staff	25
	E. Materials for Tutoring Programs	26
	F. Guided Opportunities for Life Decisions	27
	G. Special Food Service Program for Children	27
	H. Summary	28
VI.	APPENDICES	30

I. INTRODUCTION

Democracy seeks to involve all the people in the government process. Modern industry and commerce require that the labor force possess technical skills. Consequently, the political and economic systems of the United States have resulted in a universal education system.

Elementary and secondary education focuses on citizenship and the three R's of reading, 'riting, and 'rithmetic. College provides mobility in the world of work. The federal government's role in this process is the funding of various programs operated by educational institutions and the development of manpower programs. Originally the thrust of manpower programs was to re-train displaced skilled workers for new jobs. Over time this objective has been supplemented by a commitment (if not always the capacity) to train and find jobs for the unskilled unemployed. Consequently, the field of manpower is often defined as a parallel education system. Its existence is viewed by some as a testimony to the inadequacy of the traditional institutions. (Manpower is discussed in depth in YDP-7.)

Until the 1960s, the school system was generally viewed as the melting pot of American society and the key to individual success in a land of economic opportunity. During the last ten years, it has been observed that the diverse citizenry of the country does not "melt" in the school system, and the concept itself has come under attack as a threat to individuality, a critical element of democracy. Since some students have been screened out of quality education because of race, geography, or financial limitation, it also has become apparent that the educational system does not prepare all students for the same economic opportunities.

Paradoxically, in the 1970s some of the youth who receive quality education as well as those who do not express severe displeasure with the school system. The former feel their educational experience is irrelevant and oppressive; the latter demand their fair share of the school system's resources. Because of these different perspectives, it is difficult to address education issues as if they apply to all students. As Jonathan Kozol expresses it in his book Free Schools:

> It is a bitter pill for many young white persons to swallow, but in many cases the very rewards and skills that we--who possess them--now consider rotten and corrupt are attractive and often irresistible to poor people. Often enough it is not material greed that motivates them--it is the more immediate matter of survival. There's not much that a poor, black 14 year-old can do in cities like New York or Boston if he cannot read and write enough to understand a street sign or to read a phone book. It is too often the rich college graduate who speaks three languages with native fluency, at the price of 16 years of high cost, rigorous and sequential education, who is most determined that poor kids should make clay vases, weave Indian headbands, play with Polaroid cameras, and climb over geodesic domes.

Under the Economic Opportunity Act of 1964, Community Action Programs were designed to provide services to the disadvantaged communities of the country. A distinctive feature of their efforts has been the involvement of local people in the planning, implementing, and evaluating of their own programs. Designed to heighten the awareness of the participants and to develop new skills in the community, this process is basically educational. As defined in Instruction 6168-1a, the OEO Youth Development Program (YDP) reflects the same philosophy. The lessons learned by youth while establishing and operating youth councils and various program activities are viewed at least as valuable as the success of the specific undertakings.

In November 1971, a survey indicated that the most popular YDP activity is education. This document will seek to identify the issues, the programs, and the resources most relevant to YDPs engaged in education programs.

II. EDUCATION ISSUES RELATED TO YOUTH DEVELOPMENT PROGRAMS

With the country in a period of great change, it is not surprising that the school system, the institution with the greatest responsibility in regard to youth, is involved directly or indirectly in many issues. The most discussed education issue would seem to be the busing of youth to schools out of their neighborhoods. The moratorium on busing announced by President Nixon on March 17, 1972, and the amendments to the school aid legislation passed by Congress in June 1972 have sought to eliminate the transportation of students as a desegregation device. Considerably less emotional but likely to be more significant over time is the issue of financing public schools.

Traditionally the public school system has been financed by funds received from local property taxes. However, in August 1971 the California State Supreme Court held that this method of financing its schools was unconstitutional. In the famous Serrano case, the court declared that the tradition of local districts funded mainly by local property taxes "makes the quality of a child's education depend upon the resources of his school district and ultimately upon the pocket-book of his parents." The proposed alternative funding methods to date, however, seem to create as many problems as they solve.

The central issue of both the busing and financing questions is quality education for all students, and this is the concern of many Youth Development Programs.

A. Quality Education

Utilizing various innovative techniques, some school administrators and teachers have sought to make public education a more positive experience for disadvantaged

youth. However, the limited success of these efforts is seen in their consistently high dropout rate from secondary education. There can be many reasons for a disadvantaged youth to drop out of school. There may be a need to take a full time job to help support the family; inadequate preparation in grammar school may have made the high school experience difficult and threatening; inadequate high school teachers and facilities may have made it "irrelevant"; and drug use may have made functioning in school impossible.

For there to be quality education a capacity must exist in the school system to deal with these diverse problems. This means that the school administration, the counseling department and the teachers must be sensitive to the needs of all the students when designing and implementing the curriculum and providing supportive services. The tendency in the past has been to treat students as an abstract group rather than as individuals from diverse socio-economic backgrounds. Consequently, many disadvantaged youth, least able to cope with this deficiency and most needful of the school's services, have in fact been pushed out of the system.

Recognizing this, YDPs have responded in various ways. Some have developed tutoring programs for grammar school students to prepare them for high school or for high school students to keep them in school. Others have focused on the curriculum, seeking to make it more reflective of the ethnic composition of the student body and the employment aspirations of the youth. In some high schools the entire curriculum is oriented for the college bound while less than 50% in fact continue their education. In other high schools the curriculum is vocationally oriented, resulting in the youth who aspire to a college career being denied because of a lack of required courses. In some cases the students and faculty have

worked together to correct these difficulties. However, some YDPs have established their own "high school" or "university" out of frustration with the local education system. Other YDP projects include the awarding of college scholarships, drug and employment counseling, and the operation of regular mobile libraries.

B. Student Rights

In 1943 the United States Supreme Court proclaimed in West Virginia Board of Education v. Barnette that "educating the young for citizenship is reason for scrupulous protection of Constitutional freedoms of the individual; if we are not to strangle the free mind at its source and teach youth to discount important principles of our government as mere platitudes." Despite the Court's pronouncement almost twenty years ago, only recently have most public school administrators begun to change their attitudes toward their students. Even so, such basic rights of an American citizen as freedom of speech and assembly, protection from invasion of privacy, and the guarantee of due process of law do not exist for the overwhelming majority of American high school students.

In some cases, students are not allowed to express their opinions through school newspapers or at school events concerning national issues such as Viet Nam or local issues such as the effectiveness of the school; lockers are searched for drugs without the permission or presence of the students; and students are refused entry into the school because of codes that define acceptable dress and hair styles.

While such regulations have a negative effect upon all students they have a particular impact on disadvantaged youth by providing another example of

institutions as the enemy, thereby increasing their alienation from the resources created to serve them. Consequently, some YDPs have sought to work with school administrators in developing a more positive relationship. A YDP interested in developing a formal document might benefit from The Students Rights and Responsibilities Manual for the San Francisco United School District. It can be obtained from the President of the Mayor's Youth Council; Human Rights Commission of San Francisco; 1095 Market Street; San Francisco, California.

C. Working In or Out of the System

While some YDPs are able to establish projects as a replacement to the existing school system, it would seem that in the long run for most this will not be the best investment of time and funds. The reality is that the existing schools, with all their resources, have difficulty operating. This suggests that a YDP might best address the educational needs of disadvantaged youth by developing projects that immediately supplement the public school system making it more effective or providing a demonstration for eventual change.

In addition, by having the youth council recognized as a school organization, getting a YDP participant elected to a school board or relating to the school system in a variety of informal ways, the youth may be able to develop a meaningful role in the decision-making process concerning the design of the curriculum, the use of the facilities, and the relationships between students and faculty. In this context, the YDP could be a central force for change in the schools the way the CAA is in the community-at-large.

III. IMPLEMENTING A YOUTH DEVELOPMENT PROGRAM EDUCATION PROJECT

YDP staff and youth should design and implement an education project in the same manner as any other activity: around an issue. For instance, they may wish to help prevent students from dropping out of high school. Consequently, a tutoring program may result. Perhaps the concern is for students being unfairly disciplined and being "pushed out" of school. This could lead to YDP efforts to improve student-faculty relationships. A YDP education project, then, should be a planned response to a specific problem.

Once the problem is identified, the YDP youth and staff need to determine if the solution is within their expertise and resources. Education projects will require skilled teachers, books, facilities, desks, supplies, and transportation. Consequently, it must be determined during the planning process if they will be able to utilize sufficient YDP or other funds; obtain the volunteer services of local teachers, qualified adults, or VISTAs; and share CAA, school, church, or some other institution's facilities. If not, it is unlikely that an education project should be undertaken. Even if these resources are available, a YDP should consider one other very important question: is this activity already being conducted in the community?

A YDP should avoid duplicating existing programs. However, this does not necessarily suggest that a YDP should abandon its interest in an education activity because it is already being undertaken. It does mean that the role of YDP youth, staff, and funds will have to be carefully thought out. By analyzing existing education efforts (beginning with the local school system), youth and staff are likely to benefit by past mistakes and obtain a clearer insight into the programs that the YDP should develop. Perhaps most importantly,

such an awareness may result in a coordinated effort providing the community with a more effective service than one agency could provide.

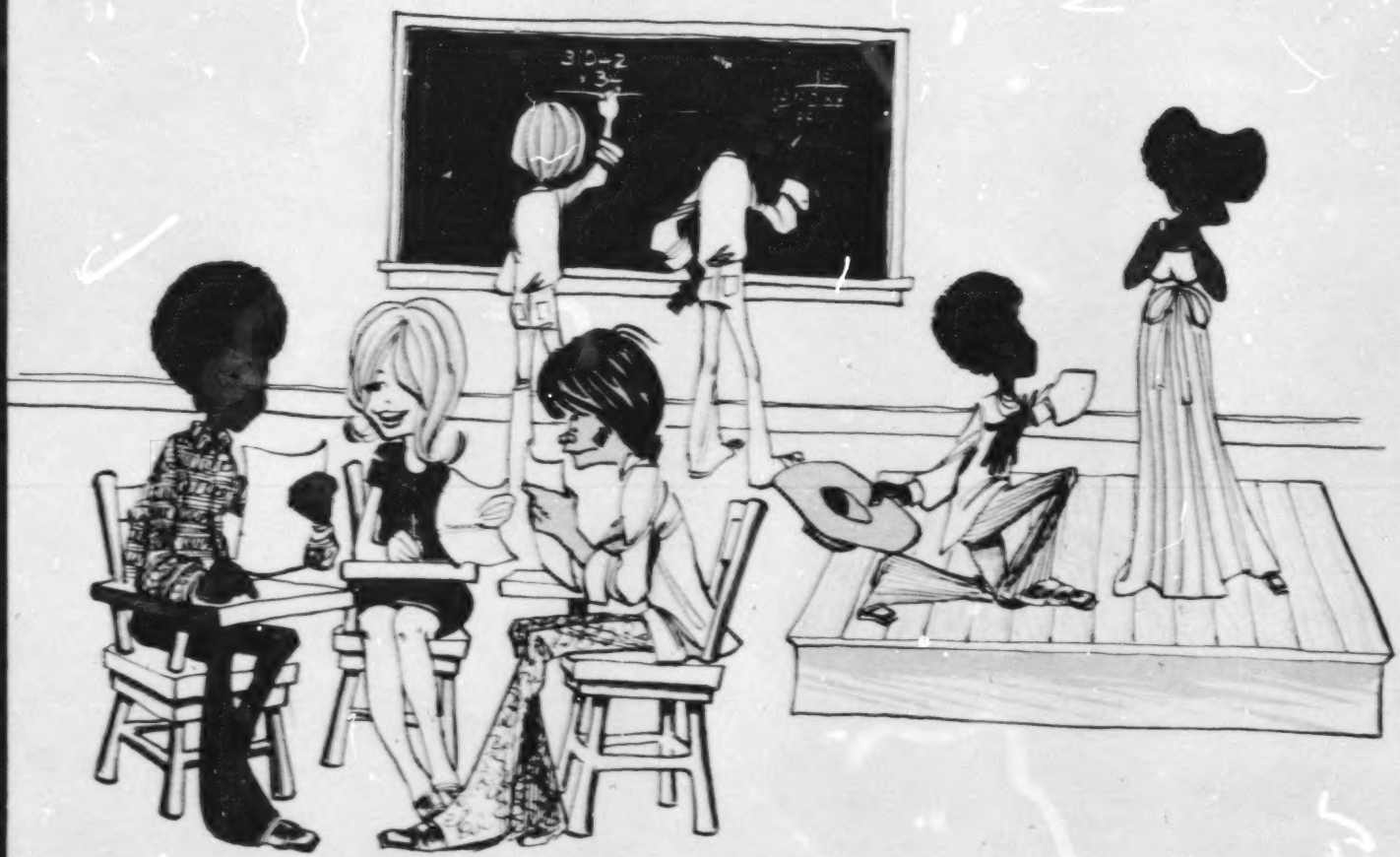
IV. EXAMPLES OF YOUTH DEVELOPMENT PROGRAM EDUCATION PROJECTS

A. Long Beach Commission on Economic Opportunity
2785 Pacific Avenue
Long Beach, California 90806
Contact: Ms. Miriam Smith (213) 426-0407

During the past few years, the Department of Labor's Out-of-School Neighborhood Youth Corps (NYC-2) has shifted its emphasis from work experience to education efforts. Since many YDPs are concerned with getting disadvantaged youth back in school, a coordinated effort between these two youth programs has much to recommend it.

The initial impetus for the Long Beach YDP to undertake work in basic education for dropouts came when the local NYC-2 program made inquiries about possible link-ups. Sharing expertise and funds, youth and staff demonstrated their ability to work with school dropouts resulting in referrals from the Board of Education (for incorrigibles), the California Youth Authority, the Psychiatric Clinic for Children, the Probation Department, and the community.

In the beginning the program's emphasis was on improvement of basic skills such as reading and math which would enable the youth to re-enter the educational system. It was soon discovered that support was also required in living skills such as consumer education, counseling, and child care. Consequently, the YDP has organized six learning centers which provide the NYC-2 program with a comprehensive component to supplement their work and skills training efforts.



B. The Belknap-Merrimack Youth Development Program
93 North Street, Box 787
Concord, New Hampshire 03307
Contact: Ms. Debbie White (603) 224-2969

One of the most popular YDP education activities is tutoring. Whether designed for older or younger students, the success of such efforts is likely to depend upon effective coordination with the participants' public school teachers and families.

For example, the Belknap-Merrimack Youth Development Program has established an after-school learning center where VISTAs and participating teenage youth work on a one-to-one basis with first and second graders who are having difficulties in school. The YDP teen volunteers receive weekly in-service training and are periodically given specialized sessions by education experts. By these efforts the project attempts to overcome the lack of educational stimulation for children in many disadvantaged families as well as the unresponsiveness of the school system to underachievers.

By using experimental methods as an alternative to the traditional school approach, the program seeks to demonstrate to the local school system and to parents that innovative teaching methods can rescue most children labelled as underachievers from academic failure. The long run success of this would be a reduction of high school dropouts. The following are the operating goals of the program:

1. to develop an alternative learning approach, individualized to meet each child's needs, using the child's strong areas as the base for new learning;

2. to provide an educational model for parents, demonstrating that much learning can occur in the home using relatively inexpensive materials;
3. to involve teachers in a cooperative effort which increases their sensitivity to the problems of underachievers;
4. to train and use teenage volunteers in a community learning project; and
5. to encourage the development of a positive self-image for each child through increasing the number of success experiences associated with numbers, letters, words, and books, heretofore associated with failure experiences.

In order for the attainment of these goals to be meaningful, YDP youth and staff recognize the need for the local school system to be involved. Consequently, contact is maintained with the regular teachers of the children to determine the effect of the learning center. This communication not only enables an evaluation of the YDP program but also provides the opportunity to present these alternative approaches to the public school teachers for their own use. Having obtained many local resources, this component operates on less than $4,000 of YDP funds each year.

C. Action for a Better Community, Inc.
214 Plymouth Avenue, South
Rochester, New York 14608
Contact: Mr. Bob Johnson (716) 325-5116

Sometimes the skills that YDP participants obtain in an education activity can be utilized in other YDP projects. For example, Action for a Better Community, Inc. established an education activity called Campus Careers. This component is designed to expose disadvantaged youth to a wide range of

occupations which require college training. Utilizing the University of Rochester, St. John's Fischer College, Nazareth College, Rochester Institute of Technology and the University of Brockport as worksites, the YDP has arranged for the youth to be trained in the preparation of materials and routine measurement in a science laboratory, in the taking and developing of photographs as well as copy layout and proof reading, in the supervising of office facilities and equipment, and in the techniques of research and evaluation.

During the first year of the Campus Careers Program, the YDP staff and the Community-wide Youth Council observed the availability of research skills which could be applied to evaluating the community's sense that local supermarkets were utilizing inner-city stores as outlets for spoiled or damaged goods and were maintaining excessively high prices. Consequently, a market research survey was added to the activities of the Campus Careers Program. Under the guidance of two YDP staff supervisors (one of whom was a college mathematics major), thirty-five youth made a survey of twenty-five chain stores representing seven different companies and 110 independent supermarkets. As a result YDP youth and staff met with local supermarket executives resulting in a number of changes benefiting the community.

D. Mt. Edgecumbe Federation of Native Students – "The Mini-AFN"
SEACAP, P. O. Box 449
Juneau, Alaska 99801
Contact: Mr. Robert Bradley (907) 586-1990

Another popular education activity of YDPs is cultural awareness. In some cases this takes the form of bilingual programs designed to help YDP youth whose first language is not English to adjust successfully to the public

school system. In others, it is the development of ethnic studies programs created to heighten the identity of minority youth. ''The Mini-Alaska Federation of Natives (AFN)'' is a comprehensive example of a YDP cultural awareness project.

The Mt. Edgecumbe School, on a federally-owned island across from Sitka, was one of the first boarding high schools in the state. Even now it is one of a very few high schools in Alaska available to native youth, especially those from small remote villages. The 400-plus students at Mt. Edgecumbe include Eskimo, Indian, and Aleut youth who are a thousand miles from home during the school year.

One of the most important activities of the ''Mini-AFN'' is their excellent speaker program which brings to the Mt. Edgecumbe School noted Alaskan leaders who might not otherwise be heard by the student body. The ''Mini-AFN'' members have studied the positions and personalities most significant in native-related issues and have created an impressive forum enabling Mt. Edgecumbe students to have direct interchanges with well-known Alaskan leaders.

In another effort to bring the minority issues to the YDP youth, the ''Mini-AFN'' has allocated part of their budget to a number of subscriptions to the Tundra Times, a state-wide paper owned and edited by a corporation of Alaska natives and devoted to news and commentary on land righrs, native organizations, and other significant issues.

A bi-product of these activities has been leadership training for the members of the ''Mini-AFN''. Initally most of the YDP youth leaders were very unfamiliar

SMITH FOUNDATION
DIVISION
OF
SCHOLARSHIPS

with the native organizations, the key issues, and the workings of political action groups. Now, however, through their participation in ''Mini-AFN'' almost all have attended state-wide meetings of native organizations and become familiar with the political process. At the October 1971 Convention of the AFN, the nine ''Mini-AFN'' representatives addressed the convention and requested and were given an official non-voting seat within the adult AFN.

Currently, the ''Mini-AFN'' is preparing a proposal to obtain funds for student research projects in their cultural heritage. The project work would be done by students over the summer and would involve activities such as taping traditional unwritten stories that are in danger of being lost, filming dances and other events of special importance, and researching and preserving arts and crafts techniques that are vanishing. Immediate use of the materials developed is assured, since the Mt. Edgecumbe School will be offering for the first time a course in native culture and heritage this coming year. The ''Mini-AFN'' intends to have a significant role in planning and evaluating these courses and is also trying to expand the content of presently offered courses in history and social studies to include more information regarding Native history and local village problems. Perhaps most importantly, the ''Mini-AFN'' feels that such increased attention to Native indentity will help combat the alarmingly high dropout rate of Native students.

E. Nueces County Youth Development Program
4001 Agnes
Corpus Christi, Texas
Contact: Mr. Hector Pena (512) 888-8624

Some YDPs have devoted their energy to aid disadvantaged college-bound youth in obtaining scholarships or other financial aid. Foundations, businesses, churches,

the community-at-large, and the colleges to which the youth apply have been successfully approached for funds. In some cases, YDP money is used to obtain matching amounts.

The Nueces County Youth Development Program has prepared a booklet to aid students who need financial assistance in order to pursue post-secondary education. The booklet contains information about the tests which students must take in order to be considered for entrance in college (Scholastic Aptitude Test and the American College Testing Program), federal aid programs, and state and local programs.

All YDPs that have been involved in obtaining scholarships should consider preparing such a booklet, thus sharing the YDP knowledge in this regard with their community.

F. Cabrini-Green Alternative High School
542 West Hobbie Street
Chicago, Illinois 60610
Contact: Mr. Richard Ginwright (312) 664-0295

In an effort to provide an educational experience responsive to individual need, some YDPs have created their own "school". When this is the case, YDP youth and staff must be careful not to ignore traditional accreditations. No matter how stimulating a YDP education curriculum might be, participating youth will find employment or advanced education opportunities most limited without a recognized diploma. A YDP that takes this into consideration is the Cabrini-Green Alternative High School.

The project began in June 1970 and has since grown in size and conception from an initial enrollment of twelve participants receiving only vocational

THE HIGH SCHOOL IS GOING TO ADOPT OUR CURRICULUM NEXT YEAR!
YDP
SCHOOL

counseling to a fully functional "high school" with over fifty full-time students in attendance. The curriculum includes courses in basic and advanced English and mathematics, political science, political law and constitution, interior decorating, biology, social studies, Black history and culture, world and United States history, and introductory chemistry. Graduates recieve a high school diploma accredited by the Loretto Adult Education Center.

Each youth in this program receives professional, individualized instruction from either qualified volunteer adults and college students or through special relationships with an educational institution. For example, Malcolm X College has made available to the YDP the full-time professional services of three of its instructors. In addition the college grants six hours of credit to the participants who fulfill course requirements in language arts and mathematics and three credits for basic reading and basic mathematics. This college has been favorably impressed with the program and stands ready to assist qualified youth who wish to further their education.

Other educational agencies that the YDP coordinates with include the Catholic High School Board, Northeastern College, Central YMCA College, University of Illinois-Circle Campus, St. Mary's Center for Learning, Illinois State Scholarship Commission, Hilliard Adult Scholarship Commission and the Christian Action Ministry Academy.

At the end of two years of operation, over 50% of the graduates have gone on to college. The annual cost of this YDP component is $36,000.

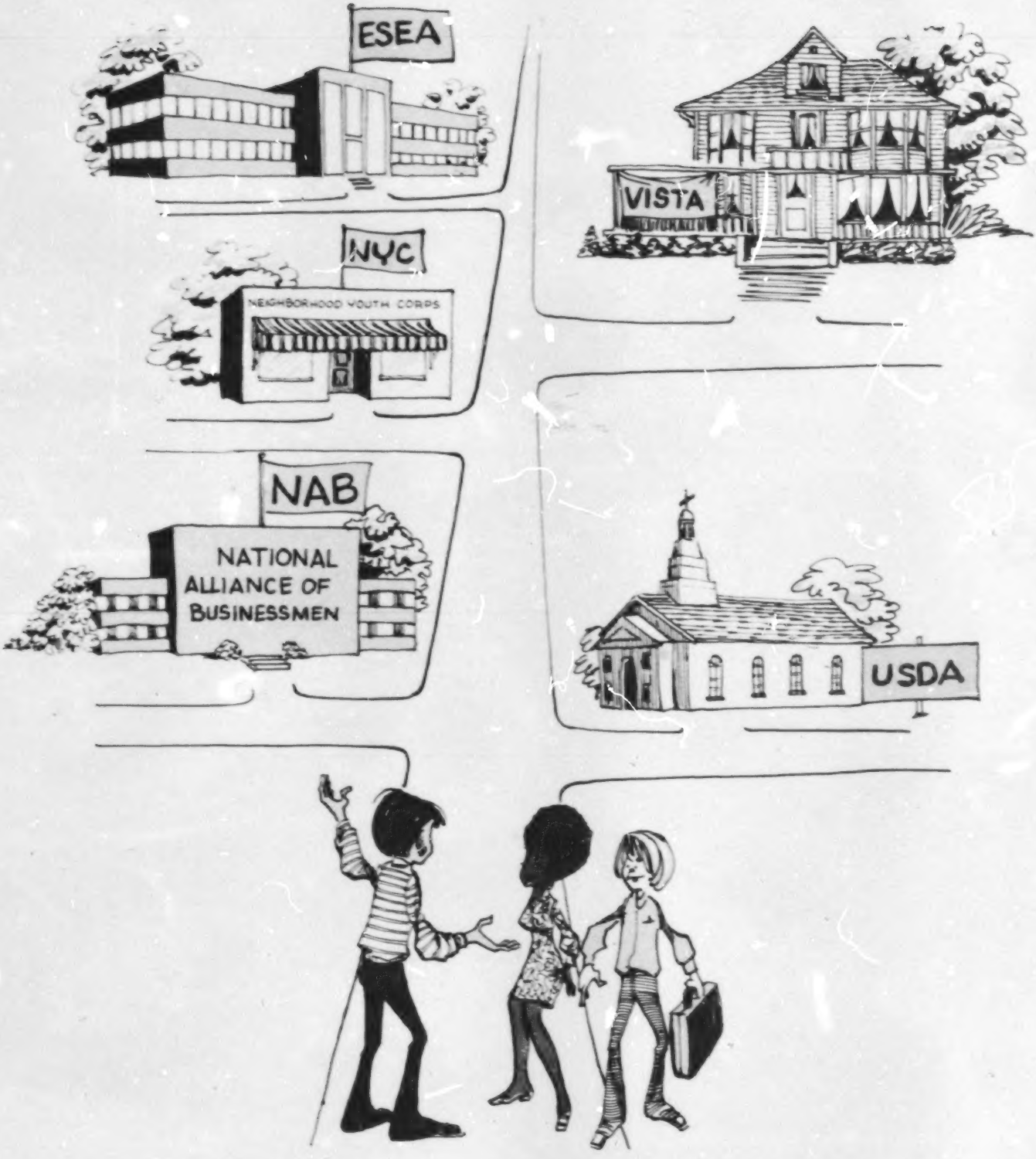
V. MOBILIZATION OF RESOURCES

When seeking funds to support an education activity, YDP staff and youth should survey the local schools, colleges, and educationally oriented agencies. Regardless of the source of funds, most are made available at the state or local level. The local school district itself is the major source of funds. Other primary sources of educational funding are the state and federal governments. In some instances, assistance may be available from foundations, local businesses, and unions. While conducting such an analysis, the YDP should also consider the possibilities of sharing facilities and staff as well as obtaining needed supplies, equipment, and food as donations.

A. The Elementary and Secondary Education Act

The federal agency most involved in education is the Office of Education (OE) in the Department of Health, Education and Welfare (HEW). The largest federal aid to education program is Title I of the Elementary and Secondary Education Act (ESEA) created in 1965. In fiscal year (FY) 72 the appropriation was approximately $1 1/2 billion to serve nearly eight million educationally deprived youth. The main purpose of this program is to raise the academic achievement of educationally disadvantaged youth by providing innovative teachers, special programs, additional materials, more individual attention, and supplementary supportive services. The focusing of resources in this fashion is called compensatory education.

In the past, studies conducted by the Office of Education and civil rights groups have shown that the youth for whom these programs are intended do not always benefit from them. Consequently, greater accountability at all levels


ESEA
VISTA
NYC
NEIGHBORHOOD YOUTH CORPS
NAB
NATIONAL ALLIANCE OF BUSINESSMEN
USDA

of school supervision has been mandated. YDP youth and staff involved in education projects in a community where there is some question about the use of Title I funds might be interested in the following resources from the Office of Education (Title I Information Office, Washington, D.C. 20202): Questions and Answers: Programs for Educationally Deprived Children Under ESEA Title I; Compilation of Legislation on Title I Reflecting the 1966, 1967, and 1970 Amendments; 1971 Revised Regulations; Title I ESEA, Selecting Target Areas, Handbook for local Title I Officials; and "People Power for Children", reprint from American Education.

In addition, the NAACP has put out Title I In Your Community, a kit aimed at the layman which provides a framework for analyzing the problems and then deciding what to do about them. It can be obtained from Ms. Phyllis McGlure, NAACP Legal Aid and Defense Fund, 1028 Connecticut Avenue, Suite 510, Washington, D.C. 20036. The National Welfare Rights Organization (NWRO) puts out a booklet entitled Making Title I Work For Your Children. It is available from NWRO; 1419 H Street, N.W.; Washington, D.C. 20005.

Lastly, there are some sources of information which relate specifically to migrant and Indian youth. Questions and Answers, Migrant Children Under ESEA Title I is available from the Office of Education; Wednesday's Children, a report on federal programs for the education of migrant children, can be obtained from the National Committee on Education of Migrant Children, 145 East 32nd Street, New York, New York 10016; and Children at the Crossroads, a description of migrant education programs that have been established since funds were made available by the 1967 Title I Amendment, is available from the Office of Education, Information Center, Room 1127, 400 Maryland Avenue,

S.W., Washington, D.C. 20202. An Even Chance was prepared in 1970 by the NAACP Legal Defense Fund with the cooperation of the Center for Law and Education at Harvard to provide Indian parents with information about federal programs. Also, Indian Education: A National Tragedy - A National Challenge can be obtained from the Government Printing Office; Washington, D.C. 20402 for $1.00.

Under four of the remaining Titles of the amended Elementary and Secondary Education Act funds are made available to local school districts for library sources (Title II); special, innovative programs (Title III), bilingual education (Title VII) and dropout prevention (Title VIII).

A YDP seeking more detailed information on these Titles should contact the appropriate State Title Coordinator at state departments of education or write to the following people at the U.S. Office of Education, 400 Maryland Avenue S.W.; Washington, D.C. 20202:

Title II: Ms. Mary Helen Mahar, for general information and publication lists.

Title III: Ms. Jean Narayanan, Branch Chief of Special Programs and Projects, for information concerning discretionary funds.

Title VII: Dr. Albar Pena, Chief of Bilingual Education, for general information and a manual for applicants and grantees.

Title VIII: Mr. Hyram Smith, Branch Chief, for general information on dropout prevention programs and a bibliography and information of dropout statistics.

B. The Equal Educational Opportunities Act

On March 17, 1972, the President announced the Equal Educational Opportunities Act which is designed to increase the level of compensatory education; however, it also reduces the number of participating schools. This would be accomplished by

redirecting a total of $2 1/2 billion from the Elementary and Secondary Education Act and the Emergency School Aid Act rather than requesting additional funds. These funds would provide an additional $300-$400 per disadvantaged student, 75% of which must be spent improving basic education (reading, math, etc.) and 25% providing basic services (counseling, nutrition, etc.), to schools having a 30% or more enrollment of disadvantaged students. YDPs interested in or involved with Elementary and Secondary Education Act funds should keep informed as to the final form of this legislation and how it could effect them.

C. The Office of Student and Youth Affairs

One of the best contacts for information concerning education programs is the Office of Student and Youth Affairs funded by the Office of Education. The Office of Student and Youth Affairs does not have specific program responsibilities or direct funding powers. However, it does identify OE programs with innovative techniques of youth participation and researches the sources of funds and technical assistance for education programming. This office is located at 400 Maryland Avenue, S.W.; Washington, D.C. 20202 and can be reached by telephone at (202) 963-3116. A guide to OE Administered Programs in fiscal year (FY) 1972 can be found in Appendix A. on page 31.

D. Potential Sources of Youth Development Program Staff

Some of the best sources of staff for a YDP education activity are VISTAs, high school or college volunteers (faculty and students), and Neighborhood Youth Corps participants. The local community action agency (CAA) will be able to determine the availability of VISTAs and NYC youth and help in recruiting high school or college faculty members. When relating to a local

college, a YDP may be aided by two ACTION programs: the National Student Volunteer Program (NSVP) and the University Year for Action Program.

NSVP advocates college volunteer programs and facilitates the exchange of project information. Volunteering/A Manual for Students and Student Volunteers/A Manual for Communities have been prepared. The former seeks to assist students who want to start a volunteer project or those who now have a program and want to expand and improve it. The latter is for the professional social worker or private citizen involved in community activities. In addition, an education program kit has been developed. These materials and general information can be obtained from The National Student Volunteer Program - ACTION; 806 Connecticut Avenue, N. W., Washington, D.C. 20525.

Under the University Year for Action Program, college students are placed in full time jobs of service to poverty-stricken communities for a full year of college credit. Community sponsors must be non-profit and non-political organizations. Any student, undergraduate or graduate, enrolled in a participating university may apply for this program. The college or university will be reimbursed for actual expenses associated with planning and operating the program as agreed upon with ACTION. To determine if a local university is participating or to obtain general information, a YDP should contact the University Year for Action, 806 Connecticut Avenue, N. W., Washington, D.C. 20525.

E. Materials for Tutoring Programs

One of the most popular YDP education activities is tutoring. A bibliography for tutoring programs prepared by the National Commission on Resources for

Youth (NCRY) can be found in Appendix B. on page 46. Materials for tutoring programs available from NCRY are listed in Appendix C. on page 54. Also, documents which are available from the Tutorial Assistance Center are listed in Appendix D. on page 55.

F. Guided Opportunities for Life Decisions

A YDP addressing a high school dropout problem should investigate a relationship with the National Alliance of Businessmen (NAB) and its new program - Guided Opportunities for Life Decisions (GOLD). This program seeks to demonstrate to disadvantaged youth the relationship of education to career opportunities. The objectives of GOLD are:

(1) to help disadvantaged students develop and refine their career goals through private sector work experiences while attending school;

(2) to coordinate educational programs with preparation for the world of work;

(3) to motivate students to remain in school by providing both high school credit and wages for work performed; and

(4) to forge new communication links between local business and education.

While this program is being implemented at this time in a limited number of cities, a YDP might benefit by establishing a relationship with the local NAB office. General information can be obtained by contacting the Vice President for Youth Programs, National Alliance of Businessmen, 1730 K Street, N. W., Washington, D.C.

G. Special Food Service Program for Children

Some YDPs include a food program in their education component by participating in the Special Food Service Program for Children administered by the U. S.

Department of Agriculture (USDA). This program provides food to needy pre-school children on a year-round basis through cash and food commodity assistance and to needy youth up to the age of 21 during the summer months. Consequently, public or non-profit private organizations are able to provide breakfast, lunch, supper, and morning and afternoon supplements at a lower price or free of charge.

Because of the administrative complexities of this program, a YDP may wish to establish a lunch site under the "umbrella" sponsorship of a larger community service institution (i.e. a community action agency (CAA), YMCA, church organization, or public school). This would enable the YDP to concern itself initially with the meal-serving arrangements leaving program administration to the sponsor. Over time the sponsor could delegate all or some of these responsibilities to the YDP youth with appropriate training.

The USDA food and nutrition service provides information for sponsorship procedures and site operation in two handbooks: Special Food Service Program for Children, Summer Programs Sponsor Handbook and Site Supervisor Handbook. Both are available by writing to the Food and Nutrition News Service, USDA; Washington, D.C. 20402.

H. Summary

It should be obvious that the potential resources available to YDP education projects are many. The following magazines could aid in discovering them as well as keeping YDP youth and staff current on youth education programming: American Education, published 10 times a year by the Office of Education in the Department of Health, Education and Welfare with an annual subscription

cost of $4.50 and obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402; Resources for Youth, available at no cost from The National Commission on Resources for Youth, 36 West 44th Streets, New York, New York, 10036; and EdCentric, published 9 times a year with an annual subscription rate of $5 and available from the United States National Student Association, Inc., Center for Educational Reform; 2115 S Street, N. W.; Washington, D.C. 20008.

VI. APPENDICES

		Page
A.	A Guide to the Office of Education (OE) Administered Programs: Fiscal Year 1972	31
B.	Bibliography for Tutoring Programs Prepared by the National Commission on Resources for Youth (NCRY)	46
C.	Materials for Tutoring Programs Available from the National Commission on Resources for Youth (NCRY); 36 West 44th Street, Room 1314, New York, N. Y. 10036	54
D.	Material Available from the Tutorial Assistance Center (TAC)	55

A. A GUIDE TO THE OFFICE OF EDUCATION (OE) ADMINISTERED PROGRAMS: FISCAL YEAR 1972

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
GROUP I: To institutions and agencies for programs, instruction, and administration					
1. School Maintenance and operation	School Aid to Federally Impacted and Major Disaster Areas (PL874)	Aid school districts on which Federal activities or major disasters have placed a financial burden	592,580,000	Local school districts	OE's Division of School Assistance in Federally Affected Areas
2. Strengthening instruction in critical subjects in public schools	National Defense Education Act-Title III	Strengthen instruction in 10 critically important subjects	$47,750,000	Local school districts	State education agencies
3. School library resources and instructional materials	Elementary and Secondary Ed. Act-Title II	Support provision of school library resources textbooks, and other instructional materials	$90,000,000	Local education agencies	State education agencies
4. Supplementary centers	Elementary and Secondary Ed. Act-Title III	Support supplementary educational centers and services	146,248,000[1]	Local education agencies	State education agency or OE's Division of Plans and Supplementary Centers

[1] At least 15 percent for handicapped.

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
5. Vocational Programs	Vocational Education Act of 1963, as amended	Maintain, extend, and improve vocational education programs; develop programs in new occupations	$486,658,455	Public Schools	State boards of vocational education (information from OE's Division of Voc.-Tec. Education)
6. Occupational training and retraining	Manpower Development and Training Act of 1962, as amended	Provide training programs to equip persons for work in needed employment fields	$140,000,000	Local school authorities (public, private non-profit)	State vocational education agency (information from OE's Division of Manpower Development and Training
7. Desegregation assistance	Civil Rights Act of 1964	Aid school boards in hiring advisors, training employees, and providing technical assistance on school desegregation	$ 8,700,000	School boards and other agencies responsible for public school operation	OE's Division of Equal Education Opportunities
8. Educational Personnel Training and Development	Education Professions Development Act (P.L. 90-35)	Support to broaden and strenghten training of teachers and other educational personnel.	$ 59,700,000	State and local education agencies, colleges, and universities	OE's Bureau of Educational Personnel Development (limited applications will be accepted due to continuation costs of ongoing programs)

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
9. Special programs serving schools in low-income areas	Education Professions Development Act (P.L. 90-35)	Train and retrain persons for career ladder positions and staff in urban and rural poverty schools and introduce change in the ways in which teachers are trained and utilized	$ 74,100,000	State and local agencies, colleges, and universities	OE's Bureau of Educational Personnel Development (limited applications will be accepted due to continuation costs of ongoing programs)
10. Media Specialists	Education Professions Development Act Parts C and D	Train specialized personnel for State or local instructional media support	1,800,000	Institutions of higher education, State and local education agencies	OE's Bureau of Libraries and Educational Technology
11. Projects in environmental education	Environmental Education Act (P.L. 91-516)	Develop environmental awareness through education programs	3,514,000	Colleges, universities, and post secondary schools, local and State educational agencies, research organizations and other public and private nonprofit agencies, institutions and organizations	OE's Environmental Education Program, Office of Priority Management

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
12. Research training	Cooperative Research Act (amended by ESEA-Title IV)	Develop and strengthen programs for training educational research personnel	$ 3,500,000	Education agencies and public and private institutions and organizations	OE's National Center for Educational Research and Development
13. Information and recruitments grants	Education of the Handicapped Act-title VI-D (P.L. 91-230)	Improve recruiting of personnel and dissemination of information on educational opportunities for handicapped	500,000	Public or nonprofit agencies, organizations, private agencies	OE's Bur. of Ed. for Handicapped, Division of Educational Services
14. Educational broadcasting facilities	Public Broadcasting Act of 1967, as amended	Aid in the acquisition and installment of broadcast equipment for educational radio and TV	$ 13,000,000	Nonprofit agencies, public colleges, State broadcast agencies, education agencies	OE's Bureau of Libraries and Educational Technology
15. Student loans-matching funds	National Defense Education Act-Title II	Loans to post-secondary institutions unable to meet program's matching obligations	2,000,000	Accredited educational institutions (including business schools and institutions)	OE's Division of Student Financial Aid
16. Cuban student loans	Migration & Refugee Assistance Act	Provide a loan fund to aid Cuban refugee students	$ 4,800,000	Colleges and universities	OE's Division of Student Financial Aid

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
17. College work-study	Higher Education Act of 1965–Title IV-C	Provide part-time employment for post secondary students	401,000,000[2]	Colleges, universities, vocational and proprietary schools	OE's Division of Student Financial Aid
18. Educational Opportunity grants	Higher Education Act of 1965–Title IV-A	Assist students of exceptional financial need to go to college	175,300,000[3]	Institutions of higher education	OE's Division of Student Financial Aid
19. Talent Search	Higher Education Act of 1965–Title IV-A as amended by the Higher Education Amendments of 1968–Title I-A	Assist in identifying and encouraging promising students to complete high school and pursue post secondary education	5,000,000	Institutions of higher education and combinations of such institutions, public and private nonprofit agencies, and public and private organizations	OE's Division of Special Student Services
20. Upward Bound	Higher Education Amendments of 1968 Title I-A	Precollege program for young people from low-income backgrounds and inadequate high school preparation	$ 32,669,000	Institutions of higher education and secondary or post secondary schools capable of providing residential facilities	OE's Division of Speical Student Services

[2] Includes $156,400,000 for academic year 1971-72 (supplementing $1,000,000 from the 1971 appropriation) and $244,600,000 for 1972-73.

[3] Includes $10,000,000 to augment 1971 funds for academic year 1971-72. The remaining $165,300,000 is for 1972-73.

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
21. Student special services	Higher Education Amendments of 1968 Title I-A	Assist low-income and handicapped students to complete post secondary education	15,000,000	Accredited institutions of higher education or consortiums	OE's Division of Special Student Services
22. Programs for the handicapped	Education of the Handicapped Act-Title VI-B (P.L. 91-230)	Strengthen educational and related services for handicapped children	$37,450,000	State education agencies	OE's Bur. of Ed. for Handicapped, Division of Educational Services
23. Media services and captioned film loan program	Education of the Handicapped Act-Title VI-F (P.L. 91-230)	Provide cultural and educational services to the handicapped through films and other media	6,000,000	Groups of handicapped persons, non-handicapped groups for training purposes	OE's Bur. of Ed. for Handicapped, Division of Educational Services
24. Deaf-blind Centers	Education of the Handicapped Act-Title VI-C (P.L. 91-230)	To develop centers for children and parents	7,500,000	State education agencies, universities, medical centers, public or nonprofit agencies	OE's Bur. of Ed. for Handicapped, Division of Educational Services
25. Programs for Indian children	Elementary & Secondary Ed. Act-Title I (amended by P.L. 89-750)	To provide additional educational assistance to Indian children in federally operated schools	$12,094,000	Bureau of Indian Affairs schools	Bureau of Indian Affairs, Dept. of Interior

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
26. Bilingual educatio	Elementary & Secondary Ed. Act-Title VII	Develop and operate programs for children aged 3-18 who have limited English-speaking ability	$ 34,880,000	Local education agencies or institutions of higher education applying jointly with local education agencies	State education agencies and OE's Division of Plans and Supplementary Centers
27. Dropout Prevention	Elementary & Secondary Ed. Act-Title VIII	Develop and demonstrate education practices to reduce the number of children not completing school	10,000,000	Local school districts in low-income areas and with high percentages of dropouts	State education agencies and OE's Division of Plans and Supplementary Centers
28. Programs for disadvantaged children including neglected and delinquent children in local institutions	Elementary & Secondary Ed. Act-Title I (amended by P.L. 89-750)	To meet educational needs of deprived children	1,372,315,840	Local school districts	State Education Agencies
29. Programs for migratory children	Elementary & Secondary Ed. Act-Title I Amended by P.L. 89-750	To meet educational needs of children of migratory farm workers	61,075,497	Local school districts	State education agencies

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATIONS	WHO MAY APPLY	WHERE TO APPLY
30. Programs for children in State institutions for the neglected and delinquent	Elementary and Secondary Ed. Act-Title I Amended by P.L. 89-750)	Improve the education of delinquent and neglected children in State institutions	$ 19,296,851	State Parent Agencies	State education agencies
31. Early Childhood centers for handicapped children	Education of the Handicapped Act-Title VI-C (P.L. 91-230)	Develop model preschool and early education programs for handicapped children	7,500,000	Public agencies and private nonprofit agencies	OE's Bur. of Ed. for Handicapped, Division of Educational Services
32. Regional resource centers to improve education of handicapped children	Education of the Handicapped Act-Title VI-C (P.L. 91-230)	Develop centers for educational remediation of handicapped children	3,550,000	Institutions of higher education, State and local education agencies, or combinations within particular regions	OE's Bur. of Ed. for Handicapped, Division of Research
33. State administration of ESEA title I programs	Elementary & Secondary Ed. Act-Title I (amended by P.L. 89-750)	To strengthen administration of ESEA title I	16,650,000	State education agencies	OE's Division of Compensatory Education
34. Special grants to urban and rural school districts with high concentrations of poor children	Elementary & Secondary Ed. Act-Title I (amended by P.L. 91-230)	Improve education of disadvantaged children	25,192,500	Local school districts	State education agencies

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
35. Cooperative education programs	Labor-HEW Appropriation Act of 1970	Support for planning and implementation of cooperative education programs	$ 1,700,000	Colleges and universities	OE's Division of College Support
36. To endow agriculture and mechanic arts colleges	Bankhead-Jones and Morrill-Nelson Acts	Support instruction in agriculture and mechanic arts in the land-grant colleges	12,600,000	The 69 land-grant colleges	OE's Division of Academic Facilities
37. Cuban refugee education	Migration and Refugee Assistance Act	Help school systems meet the financial impact of Cuban refugee education	15,500,000	School districts with significant numbers of Cuban refugee school age children	OE's Division of School Assistance in Federally Affected Areas
38. Special programs for children with specific learning disabilities	Education of the Handicapped Act-Title VI-G (P.L. 91-230)	Services, training and research for children with specific learning disabilities	2,250,000	State education agencies, colleges, universities, and other appropriate nonprofit agencies	OE's Bur. of Ed. for the Handicapped, Division of Educational Services

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
GROUP II: To individuals for teacher and other professional training and for student assistance					
1. Occupational training and retraining	Manpower Development and Training Act of 1962, as amended	Train unemployed and underemployed persons in all sections of the Nation	$ (See I-6)	Persons referred by State employment services	Participating institutions (Information from OE's Division of Manpower Development Training)
2. Media specialists	Education Professions Development Act—Parts C and D	Train specialized personnel for state or local instructional media support	1,800,000	Prospective and/or experienced school media, specialists, administrators and teacher trainers	OE's Bureau of Libraries and Educational Technology
3. Desegregation training grants	Civil Rights Act of 1964	Improve ability of school personnel to deal with desegregation problems	(See I-7)[4]	Teachers and other personnel of public schools	Participating institutions (information from OE's Division of Equal Opportunities
4. Personnel training to educate handicapped children	Education of the Handicapped Act—Title VI-D (P.L. 91-230)	Prepare and inform teachers and others who educate handicapped children	33,945,000	State education agencies, colleges, universities, and other appropriate nonprofit agencies	OE's Bur. of Ed. for the Handicapped, Division of Training Programs

[4]Programs which include educational personnel training.

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
5. Physical education and recreation for the handicapped	Education of the Handicapped Act–Title VI-D (P.L. 91-230)	Training physical education and recreation personnel for the handicapped	$ 700,000	Public and other nonprofit institutions of higher education	OE's Bur. of Ed. for the Handicapped, Division of Training Programs
6. Cuban student loans	Migration and Refugee Assistance Act	Aid needy Cuban refugee college students to finance their education	(See I-16)	Cubans who became refugees after January 1, 1959	Participating institutions (information from OE's Division of Student Financial Aid)
7. Student loans	National Defense Education Act–Title II	Provide for low-interest loans to college students	$286,000,000	College students	Participating institutions (Information from OE's Division of Student Financial Aid)
8. Educational opportunity grants	Higher Education Act of 1965–Title IV-A	Assist students of exceptional financial need to go to college	(See I-18)	College students of exceptional financial need	Participating institutions (Information from OE's Division of Student Financial Aid)

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
9. Interest benefits for Higher Education Loans	Higher Education Act of 1965–Title IV-B	Provide interest benefits for student loans through commercial lenders	$196,600,000	Students in eligible institutions of higher and vocational education	Participating lenders (Information from OE's Division of Student Financial Aid)
10. College work-study	Higher Education Act of 1965–Title IV-C	Provide part-time employment for post secondary students	(See I-17)	Post-secondary students	Participating institutions (Information from OE's Division of Student Financial Aid)
11. Media services and captioned films training grants	Education of the Handicapped Act–Title VI-F (P.L. 91-230)	Improve quality of instruction available to deaf persons		Persons who will use captioned film equipment	OE's Bur. of Ed. for the Handicapped, Division of Educational Services
GROUP III: For research					
1. Educational research (Basic, applied and regional research)	Cooperative Research Act (Amended by ESEA–Title IV)	To expand knowledge about teaching and learning and improve educational practice	7,000,000	Colleges, universities, education agencies, private or public groups, or individuals	National Center for Educational Research and Development

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
2. Educational research (development activities)	Cooperative Research Act (Amended by ESEA-Title IV)	To develop educational alternatives which will resolve major problems in education	$ 9,000,000	(Same as III-1)	OE's National Center for Educational Research and Development
3. Dissemination	Cooperative Research Act (Amended by ESEA-Title IV)	Provide for dissemination of educational information and improved practices to the educational community	7,600,000	(Same as III-1)	OE's National Center for Educational Communication
4. Experimental schools	Cooperative Research Act (Amended by ESEA-Title IV)	Study feasibility of major educational reforms on total setting	15,000,000	(Same as III-1)	OE's Experimental Schools Program
5. Anacostia School Community Project	Cooperative Research Act (Amended by ESES-Title IV)	(Same as III-4)	2,250,000	(Same as III-1)	OE's Experimental Schools Program
6. Nutrition and health	Cooperative Research Act (Amended by ESEA Title IV)	Pilot studies coordinating health services and education	2,000,000	Local education agencies	OE's Office of Nutrition and Health

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
7. Institutional support	Cooperative Research Act (Amended by ESEA Title IV)	Conduct research on the major areas of continuous concern in education and develop and test educational innovations until ready for classroom use	$ 33,000,000	Colleges, universities, agencies, and organizations	OE's National Center for Educational Research and Development
8. Career education community project	Cooperative Research Act (Amended by ESEA Title IV)	Demonstrate career education	2,000,000	Colleges, universities, agencies, institutions	OE's National Center for Educational Research and Development
9. Special programs for children with specific learning disabilities	Education of the Handicapped Act—Title VI-6 (P.L. 91-230)	Develop model centers for the improvement of education of children with specific learning disabilities		State education agencies, colleges, universities, and other appropriate nonprofit agencies	OE's Bur. of Ed. for Handicapped, Div. of Research
10. Vocational education research	Vocational Education Act of 1963, as amended	Improve vocational education	9,000,000	Education agencies and private institutions and organizations	OE's National Center for Educational Research and Development

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION	WHO MAY APPLY	WHERE TO APPLY
11. Vocational research (Special projects)	Cooperative Research Act (Amended by ESEA Title IV)	Improve educational preparation for careers	$ 18,000,000	Education agencies, public and private institutions and organizations, and individuals	OE's National Center for Educational Research and Development
12. Handicapped research and demonstration	Education of the Handicapped Act Title VI-E (P.L. 91-230)	Promote research and demonstration on education of the handicapped	15,455,000	State education agencies, local school districts, nonprofit private organizations, public groups	OE's Bur. of Ed. for the Handicapped, Division of Research
13. Physical education and recreation for the handicapped	Education of the Handicapped Act Title VI-E (P.L. 91-230)	To do research in areas of physical education and recreation for handicapped children	300,000	State or local education agencies, public or nonprofit private educational or research agencies and organizations	OE's Bur. of Ed. for Handicapped, Div. of Research

B. BIBLIOGRAPHY FOR TUTORING PROGRAMS PREPARED BY THE NATIONAL COMMISSION ON RESOURCES FOR YOUTH, INC.

*GENERAL

Gartner, Alan, Mary Kohler, and Frank Riessman. Children Teach Children, 1971. 175 pp. Harper & Row. (Hardbound).

*HUMANISTIC EDUCATION

Brown, George Isaac. Human Teaching for Human Learning. 1971. 298 pp. An Esalen Book published by the Viking Press, Inc. (Hardbound).

Lyon, Harold. Learning to Feel - Feeling to Learn. 1971. Merrill Publishers. (Paperback).

Weinstein, Gerald and Mario D. Fantini, Toward Humanistic Education: A Curriculum of Affect. 1970. 228 pp. Praeger Publications. (Paperback).

*IDEAS FOR TUTORS

Goldzer, Beatrice F. Primer for Perception: A Manual Designed to Help Professionals, and Volunteers Help Children Learn to Learn. 1970. 131 pp. Materials for Volunteer Tutors, 5808 Ferree St., Pittsburgh, Pa. 15217 $7.50.

Platts, Mary E., Sr. Rose Marguerite, and Ester Shumaker. SPICE: Suggested Activities to Motivate the Teaching of the Language Arts. 1960. 236 pp. Educational Service, Inc., P.O. Box 219, Stevensville, Michigan 49127. $4.60. Additional books at same price available for Science, Arithmetic, Social Studies, Art, Physical Activities, Dramatics, and Remedial Reading.

*RESOURCES FOR TUTORING PROGRAMS

Lippitt, Peggy, Ronald Lippitt, and Jeffrey Eiseman. Cross-Age Helping Package. Includes one manual, record, and filmstrip. Institute for Social Research, The University of Michigan, 426 Thompson Street, Ann Arbor, Michigan 48106. Approx. $60.00.

Mainiero, John, et al. A Cross-Age Teaching Resource Manual. 1971. 126 pp. Ontario-Montclair School District, 950 West "D" St., Ontario, California 91764. $2.00.

Youth Tutoring Manuals: Supervisor's Manual; A Manual for Trainers; You're the Tutor; For the Tutor; and Tutoring Tricks and Tips. National Commission on Resources for Youth, 36 West 44th Street, New York, N.Y. 10036.

*BOOKS ABOUT TEACHING READING

Hall, Mary Ann. Teaching Reading as a Language Experience. Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43209. Probably the best

*BOOKS ABOUT TEACHING READING Continued

and most complete description of the language-experience approach to reading including ideas of how to construct a vital language program based on what children are interested in. (Paperback). $1.95.

*BOOKS FOR TUTORS TO REFER TO FOR MORE TUTORING TRICKS AND TIPS

Russell, David H. and Elizabeth F. Russell. Listening Aids Through the Grades. Teachers College Press, Columbia University, 501 West 120th Street, New York, N.Y. A paperback full of games and activities to sharpen children's skills in listening to and comprehending spoken language. $1.43.

Russell, David H. and Etta F. Karp. Reading Aids Through the Grades. Same address as above, Teachers College Press. This manual is also a practical collection of games and activities to teach reading skills to kids. It includes suggestions for games the tutors can make themselves, many illustrated by clear drawings. $1.19.

*SOURCES OF FREE MATERIALS

Free and Inexpensive Educational Aids, Thos. J. Pepe, Dover, 1962. $1.50.

Sources of Free Pictures; A list can be obtained by writing Superintendent Bruce Miller, Box 369, Riverside, California.

*MAGAZINES AND PERIODICALS

News For You. Box 131, Syracuse, New York 13210. A weekly newspaper published in Spanish and English in three levels of difficulty which would be particularly appropriate for the tutor.

Scope. Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, N.J. 07632. A high interest, upper-elementary reading level magazine for teenagers resembling a commercial teenage magazine but containing such things as case studies to discuss, plays to read aloud, photographs to write about, etc. $1.65 per student per year.

Popular Mechanics, Popular Science, Sports Illustrated, Ebony, Life, Look, Jet, and the San Juan Review (Puerto Rico's English-language monthly magazine of good quality: San Juan Review Publishing Corporation, Box 2689, San Juan, P.R. 00903), etc. are all good magazines to have around the center as sources of pictures, relevant articles for discussion, etc.

*COMMERCIALLY PREPARED INSTRUCTIONAL GAMES

(Use with discretion; tutors can usually make up better games anyway.)

Group Word Teaching Game. Garrard Publishers, 1607 North Market Street, Champaign, Illinois 61821. Played like Bingo, this gives children practice in recognizing the 220 "sight words." For second grade children and up. 75¢.

*COMMERCIALLY PREPARED INSTRUCTIONAL GAMES Continued

Grab. Dorothea Alcock, 107 N. Elspeth Way, Covina, California 91722. Good sight-building game which demands memory and concentration skill. $1.50.

Doghouse. Remedial Education Center, 2138 Bancroft Place, N.W., Washington, D.C. 20008. Designed for third grade and above, this game can help tutees make words by combining consonants with various word endings.

Pirate Keys. Antioch Bookplate Company, Yellow Springs, Ohio 45387. A board game that combines the idea of word families and blending.

Memory Game. Milton Bradley Company, Springfield, Mass. 01102. A concentration game using only pictures and no reading. $2.00.

Sequence Cards. Milton Bradley Co., Springfield, Mass. 01102. Groups of 4 cards which must be placed in the right action sequence. $1.50.

*CONTROLLED VOCABULARY READERS TO USE WITH TUTEES, K-3

(Since these sets are expensive, the Commission recommends that they be used only if they are already available in your school. Money could probably be better used for paperbacks, magazines, or art supplies so that children can make their own books. However, here are a few of the most recent and exciting of the sequences):

Jim Forest Readers. Field Educational Publications, Inc., 510 Merchandise Mart Plaza, Chicago, Illinois 60654. Outdoor adventure series about a boy and his forest ranger uncle. Written at a first-third grade reading level with an interest range between grades one and six. Paperback "practice books" also available. $1.65-$1.80 per copy . . . practice books 39¢.

Little Owl Series. Holt Rinehart & Winston, Inc., 383 Madison Avenue, New York, N.W. 10017. Enrichment readers (covering math, science, social studies) of good literary quality. These paperback books are sold in sets of 40. Little Owl, grades one and two; Young Owl, grades two-four; Wise Owl, grades four-six.

Language Experience Readers. Chandler Publishing Company, 124 Spear Street, San Francisco, California 94105. An integrated series (pre-primer through first grade) illustrated with photographs of children in urban settings such as streets, supermarkets, playgrounds and zoos. Films, photographs and worksheets available. Pictures to read - $7.50 per set; Language Experience Readers - $ .44 for book, $1.00 for Teacher's Guide.

Miami Linguistic Readers. D.C. Health and Company, 475 South Dean Street, Englewood, New Jersey 07631. A series of paperback booklets with cartoon-type black and white illustrations, designed to provide a two-year beginning reading program using a linguistic approach (teaching the structure and sounds of language) to reading. 60¢ - 72¢ per copy.

*CONTROLLED VOCABULARY READERS TO USE WITH TUTEES, K-3 Continued

Sounds of Language Readers. Holt, Rinehart, & Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017. A graded series using lyrical and imaginative text and beautiful pictures to emphasize the richness of language.

Space Age Books. Benefic Press, 1900 North Narragansett Avenue, Chicago, Illinois 60639. A high interest-low vocabulary series for grades one-three which tells the story of Peter who visits space stations, rocket ships, etc.

Time-Machine Series. Field Educational Publications, Inc., 510 Merchandise Mart Plaza, Chicago, Illinois 60654. Science fiction stories written for grades K-3. Stories are particularly captivating to children as seen through the eyes of one child (Leonard) and his visits to outer space, the ocean floor, etc.

*OTHER EASY TO READ BOOKS FOR THE TUTEE, K-3

"I Can Read" Books. Harper & Row Publishers, Inc., 49 East 33rd Street, New York, N.Y. 10016. Especially popular in other tutorials. Titles include humor ("Stop, Stop" and "Hurry, Hurry"); sports ("Here Comes the Strikeout" and "Kick, Pass and Run"); mystery ("Case of the Cat's Meow" and "Case of the Hungry Stranger"); and others. $1.95 per copy.

Scholastic Press Paperback Books. Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. This is one of the very best sources for attractive tutoring materials. The catalog is extremely useful because it lists the books both by general level of difficulty and by specific reading level. In the EASIEST TO READ section of the catalog there are a great many titles; listed below are only a few of the most popular. (Note: many schools order from this company, so tutors should be sure to check and see if their tutees have already read or purchased a book before ordering it. Also, the format of many of these books tends to make them more appealing to children in the lower rather than upper elementary grades.)

Case of the Hungry Stranger. Bonsall
Clifford Gets a Job. Bridwell. (And other Clifford stories offered.)
Olaf Reads. Lexau.
Rabbit, Skunk, and the Scary Rock. Stevens. (And the other Rabbit, Skunk Books offered.)
Robert Francis Weatherbee. Leaf.

Dr Seuss Books. Many of these books were designed specifically for the beginning reader and indicate such on the cover. While they are not presently available from the Scholastic Press, they are easily obtainable from almost all public libraries and a great many school libraries.

*BOOKS FOR OLDER TUTEES, GRADES 3-6

High Interest, Low Vocabulary: Most publishers have at least one controlled vocabulary (easy words) series for children who are older but who read at a Primary level. Some of the more exciting of these series can be purchased from Field Educational Publications, Inc., 510 Merchandise Mart Plaza, Chicago, Illinois 60654. A few of these series are as follows: the Checkerd Flag Series (hotrod stories); the Deep Sea Adventure Series; the Morgan Day Mysteries; the Wildlife Adventure Stories. The Pacemaker Mysteries and Adventure Stories put out by Fearon Publishers (2165 Park Boulevard, Palo Alto, California 94306) is another excellent high interest-low vocabulary paperback series which has a sophisticated format but is easy to read. Titles include, Fire on the First Floor, Treasure in the Ruins, Adventure in the Snow, Island Adventure, Trail to Adventure, etc.

Crowell Biographies Series. Thomas Y. Crowell Company, 201 Park Avenue South, New York, N.Y. 10003. Well written biographies of minority group heroes such as Malcolm X, Charles Drew, Jim Thorpe, Cesar Chavez, Wilt Chamberlain, etc. $3.75 per copy.

Scholastic Press Paperback Books. Same address as above.

*READING KITS FOR TUTEES

These package plans are listed here to give you an idea of what is available in the field. Again, it is recommended that tutors not get tied to any one controlled program as it may sap their initiative in creating their own programs with their particular tutees in mind.

Macmillan Reading Spectrum. Macmillan Company, School Department, Riverside, New Jersey. Consists of thirty story books intended for an individualized reading program in a fourth, fifth or sixth grade classroom and an accompanying series of workbooks to help teaching reading skills. High quality children's literature adapted to easy-to-read levels.

Language Experiences in Reading. Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60611. A new, innovative series which utilized children's writings and drawings as its core and provides workbooks to build language skills from these self-made books. This might be an excellent way to help tutors take off on their own "language-experience" approach. 65¢ per workbook; $8.25 per teacher's manual.

*BOOKS TO READ AND DISCUSS WITH TUTEES, K-4

Most of the books listed below will be too hard for tutees to read alone. They are included here as titles that tutors can read to their tutees to stimulate their interest in books and to show tutees that they can find out things they want to know from the printed page. Many will also provide stimulation for tutee thinking, talking, and possibly even writing.

*BOOKS TO READ AND DISCUSS WITH TUTEES, K-4 Continued

Scholastic Press Paperback Books. Scholastic Book Series, 904 Sylvan Avenue, Englewood Cliffs, New Jersey, 07632. The following titles are a few of those listed in the catalog: Arrow Book of Easy Cooking, Codes and Secret Writing, How to Care for Your Dog, Lucky Sew-It-Yourself Book, How To Be A Nature Detective, Prove It! Easy Science Experiments, Magnets and How to Use Them, The Real Magnet Books, What Makes a Shadow, Let's Find Out About the Moon.

*GOOD BOOKS THAT MIGHT BE IN YOUR SCHOOL LIBRARY

A Letter to Amy. E.J. Keats. Harper & Row.

Bad Boy, Good Boy. M.H. Ets. Thomas Y. Crowell, Co.

Barto Takes the Subway. B. Brenner. Random House.

Benjie. J.M. Lexau. Dial Press.

Bumblebee Story. Child Development Group of Mississippi Project.

City Rhythms. A. Grifelconi, Bobbs-Merrill.

Emilio's Summer Day. M.A. Bourne. Harper-Row.

Evan's Corner. E.S. Hill. Holt, Rhinehart & Winston.

Friday Night Is Papa Night. Ruth Sonneborn. Viking Press.

Hooray for Jasper, B. Howath. Franklin Watts, Inc.

Hush. Jon J. Gill. Doubleday.

It's Wings That Make the Bird Fly. S. Weiner.

Jasper Makes Music. B. Howath. Franklin Watts, Inc.

Josephina February. E. Ness.

Maria. J.M. Lexau.

Michael's Mountain. B. Binzen. Coward-McCann.

My Dog Is Lost. Keats & Cherr. Harper & Row.

Oh Lord, I Wish I Was a Buzzard. P. Greenberg.

Papacito and His Family. B. Warren. Steck-Vaughn Co.

Ronnie, E. Rosenbaum. Parents Magazine Press.

*GOOD BOOKS THAT MIGHT BE IN YOUR SCHOOL LIBRARY Continued

Sam. S. Shimin, McGraw-Hill.

Seven In a Bed. R. Sonneborn. Viking Press.

Song of the Empty Bottle. O. Molarsky. Henry Walck, Inc.

Whistle for Willie. E.J. Keats. Harper & Row.

*BOOKS TO READ AND DISCUSS WITH OLDER TUTEES

Candita's Choice. M. Lewiton, Harper.

The Jazz Man. M.H. Werk, Antheneum.

Roosevelt Grady. L.B. Shotwell. World Publishing Co.

South Town. L. Graham.

Spider Plant. Y. Speevack.

*NON-FICTION FOR TUTEES

First Books Series. (Franklin Watts, Inc., 575 Lexington Avenue, New York, N.Y. 10022. An informative series, with many photographs and illustrations. Particularly popular have been the following: The First Book of American Negroes; The First Book of Africa; The First Book of Jazz. (Langston Hughes has written the latter two volumes.)

Astronautics. Julian May, Follet Publishing Company, 1010 West Washington Blvd., Chicago, Illinois 60607.

First Men in Space. S.M. Clark. Follet Publishing Co.

Ten Great Moments in Sports. M. Allen. Follet.

Parakeets. Snakes. Two books by H.S. Zinn. Morrow Publishing Company.

*GOOD BIBLIOGRAPHIES OF BOOKS FOR TUTEES

Books for Young People Who Hate Books. Free upon request. Write to Campbell and Hall, Inc., 1047 Commonwealth Ave. Boston, Massachusetts.

Books about Negro Life for Children by Augusta Baker. New York Public Library, Office of Children's Services, 8 East 40th St., New York, N.Y. 10016.

High Interest-Low Vocabulary Reading Materials by Sullivan & Tolman. Write to Journal of Education, 765 Commonwealth Avenue, Boston, Massachusetts 02115 $1.00.

*GOOD BIBLIOGRAPHIES OF BOOKS FOR TUTEES Continued

I Can Read It Myself: Some Books for Independent Reading In the Primary Grades by Frieda M. Heller. Write: Publications Office, Ohio State University, 242 W. 18th Ave., Columbus, Ohio 43210.

C. MATERIALS FOR TUTORING PROGRAMS AVAILABLE FROM THE NATIONAL COMMISSION ON RESOURCES FOR YOUTH (NCRY); 36 West 44th Street; Room 1314; New York, N.Y. 10036

1. Materials Available at No Cost:

Brochure - Explains the Youth Tutoring Youth Program roll and philosophy.

Supervisor's Manual - For use by the person who directly supervises the tutoring center (order one for each supervisor).

A Manual for Trainers - For use by the person responsible for the pre-service training of tutors. (Order one for every tutor).

You're the Tutor - A manual addressed directly to the tutors (order one for each tutor).

Tutoring Tricks and Tips - Hints for the beginning tutor (order one for every five tutors).

For the Tutor - Includes suggestions for games that tutors can make themselves (order one for every five tutors).

2. Films

Youth Tutors Youth - A twenty minute documentary based on the 1968 Youth Tutoring Youth summer program in Philadelphia. (black and white) Rental - $7.50.

Me, My World, You and Ours - A twenty minute film which describes the philosophy of humanistic education as it applies to Youth Tutoring Youth; film directed towards a wide range of people: teachers, parents, education students, etc. (color) Rental - $15.00.

Changing Things - A thirty minute film based on training sessions recommended by NCRY; designed to help coordinators and supervisors to train tutors. (color) Rental - $15.00.

Please specify the date you plan to show the film. You will need to return the film within one week of date of receipt since there are limited copies and a great number of requests.

D. MATERIAL AVAILABLE FROM THE TUTORIAL ASSISTANCE CENTER (TAC); UNITED STATES NATIONAL STUDENT ASSOCIATION; 2115 S STREET, N.W.; WASHINGTON, D.C. 20008

TITLE	ORDER NUMBER
Each item costs 25¢ unless otherwise indicated.	
Guidebook for Reading Instruction for Tutors	TAC 4004er
Taylor House Remedial Reading Tutoring Program	TAC 4005
You Too May Become a Reading Expert	TAC 4006er
Reading Exercises and Puzzles	TAC 4007
Reading Inventory Devices (Included together)	TAC 4009
Listening Skills Through Poetry	TAC 4008er
Favorite Books of Disadvantaged Youth	TAC 4010
Roosevelt Towers (10¢)	TAC 5000
Tule River Case Study	TAC 5001
Mesa Vista Sanitorium for Navajo Children Case Study	TAC 5004
Prospectus Study Woodlawn Area Project	TAC 5005
Student Action Work: An Overwiew	TAC 5030
Famous Negroes - Project Speed-Up	TAC 6005
Tutoring the Disadvantaged Child	TAC 8000 (0008)
Clash of Cultures in the Classroom	TAC 8001
The Dynamics of Change	TAC 8002
Teaching the Culturally Disadvantaged Pupil	TAC 8003
Tutorial Project Case Study: The Clearing House U. Col.	TAC 9001
Tutorial Project Case Study: The Providence High School	TAC 9003
Case Study - Spring Valley High School	TAC 9004
Case Study - Student Action Movement	TAC 9008
Albuquerque Tutoring	TAC 9010

TITLE	ORDER NUMBER
The UCLA Tutorial Project	TAC 9011
Tutorial and Cultural Relations Project	TAC 9012
The Governor's Committee on Literacy and Learning	TAC 9013
Educational Assistance Program – Case Study – Neighborhood Youth Corps	TAC 9007
Study Hall Tutoring: A Success?	TAC 1000
Organizing a Project: Beginning the Dialogue	TAC 1001
Project Administration – Sample Applications	TAC 1002
How to Start A Tutorial Project – UCLA	TAC 1003
Basic Concepts in Anthropology	TAC 1004
Tutor Training (10¢)	TAC 1005
Orientation – Goals and Techniques (10¢)	TAC 1006
Funding Tutorial Programs	TAC 1007
Recruiting	TAC 1008 (0009)
Research and Evaluation in Tutorial Programs	TAC 1009
The Junior Tutorian Manual	TAC 2000 (0009)
An Introduction to Tutoring	TAC 2003
Tutor Handbook	TAC 2004
Adventure Club Counselor Guide Booklet	TAC 2005
Tutor Orientation: A New In-Depth Approach	TAC 2007
Creative Approaches to Tutoring	TAC 2008
Role-Playing with Low Income People	TAC 2009
Tutor Manual (30¢)	TAC 2010
Recreation Group Leader Manual	TAC 2010x

TITLE	ORDER NUMBER
Influencing Institutional Change Through A Domonstration Project: The Case of the Schools	TAC 3000
Tutorials: A Strategy for Educational Reform	TAC 3001
Art Tutors' Guidebook	TAC 4000
Sound Manual	TAC 4002
Tutoring Reading: Work Attack Skills	TAC 4003er
A Leadership Training Program ITD ITD Report - Written by Tom and Susan Isgar, 1969, 120 pages. A report of cross-cultural training project conducted in the ghettos of Detroit during the summer of 1967. The report consists of the original proposal to the Office of Economic Opportunity, an interim report to OEO and a large section edited from the daily journals, letters and reports of the Interns. A personal look at cross-cultural training. $2.00.	
Tutorials and Neighborhood Youth Corps	TAC 0004
A Proposal for an Urban Studies Action Program in Bay Area High Schools - Case Study	TAC 0005
Tutoring Reading	TAC 0006
Tutoring the Spanish Speaking	TAC 0007